

COM 501: Theories of Human Communication

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Acknowledgements

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About this COURSE OUTLINE

COM 501 has been produced by The University of Education, W. All Course Guides as produced by University of Education, Winneba are structured in the same way, as outlined below.

This course is a survey of conceptual approaches to the study of human communication looking at such models as the SMCR, Mc Crosky as well as the trait approaches. Using interdisciplinary perspectives, the course places emphasis on theories that focus on speaker and message, and the use of communication strategies in the forming, building, and ending of relationships. The course also provides for the experiential learning of the elements of effective interpersonal communication. Another aspect of the course is non-verbal communication. The course discusses the theories gestures, para-language, posture, movement, space, time, and touch on human interaction.

How this COURSE OUTLINE is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Activity icons.
- Units..



The course content

The course is broken down into units. Each unit comprises:

- An introduction to the unit content.
- Unit outcomes.
- New terminology.
- Core content of the unit with a variety of learning activities.
- A unit summary.
- Assignments and/or assessments, as applicable.

READINGS

Pearson, Judy C. et al (2003) Human Communication. Boston: Mcgraw Hill

Bodunrin, P.O. (Ed.) (1985) Philosophy in Africa: Trends and Perspectives. Ife: University of Ife Press

Ansu-Kyeremeh, K. (Ed) (2005) Indigenous Communication in Africa: Concept, Application and Prospects. Accra: Ghana Universities Press.

Ansu-Kyeremeh, K.(1997) Communication, Education and Development. Accra: Ghana Universities Press

Berger, A.A. (1995). **Essentials of Mass Communication Theory**. Thousand Oaks, Ca: Sage.

Dept of Communication, University of Arkansas (2002) **Fundamentals of Communication**. New York: Mc Graw-Hills.

Gamble Teri Kwal & Gamble M., (2002) (7th Ed) **Communication Works**. New York: McGraw-Hill

Leathers, D. J. (1992) **Successful non-verbal Communication: Principles and Applications**. New York: Macmillan.

Severin, W and Tanhard, Jr (1997) **Communication Theories: Origins, Methods and uses in Mass Media**. 4th Ed. New York: Longman.

T.A. van Dijk (ed.) (1998), **Discourse and Communication**: Berlin: Walter de Gruyter.

Wood, J. (1997) **Communication Theories in Action**. Belmont, CA: Wadsworth.

Wood, J.T. (1995) Toward the 21st Century: The future of Speech **Communication**. Cresskill, N.J.: Hampton Press

Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this course guide; these may be books, articles or web sites.

Your comments

After completing we would appreciate if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course overview

Course outcomes



Outcomes

Upon completion of COM 501

- Students would be able to define and articulate basic concepts in communication at the end of the course.
- They would also be conversant the deductive and inductive approaches to the theory construction.
- Furthermore, students should be encouraged to figure out approaches to grounding communication research in theories of communication.
-

Timeframe



How long?

It is a semester course of

Fourteen weeks

Study skills



As an adult learner your approach to learning will be different to that from your school days: you will choose what you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself in areas such as essay planning, coping